

Cheeky Monkeys Colchester

William Harris Way, COLCHESTER, Essex, CO2 8WJ

Inspection date	29/05/2013
Previous inspection date	23/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a good knowledge and understanding of how to promote learning and successfully follow the children's interests to develop stimulating and enjoyable learning experiences.
- Children's emotional well-being is promoted successfully because staff form secure attachments, recognising the children as individuals, and work closely with parents.
- The manager recognises the individual strengths of her staff team and through skilful delegation, staff are inspired and motivated to embrace new initiatives in their chosen areas of interest and responsibility.
- Children show high levels of confidence and independence as they freely explore their environment and access resources, and older children serve themselves and wash their plates at snack and mealtimes.

It is not yet outstanding because

- Opportunities for the babies to extend their learning, interests and to explore in the outdoor area have not yet been fully embraced.
- The process for staff leaving and new staff arriving is not seamless; consequently, not all children are fully supported with their transitions to the next room or to a new setting.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all the playrooms and the outdoor learning environment.
- The inspector held meetings with the manager of the provision, spoke to staff and trainees and interacted with the children.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day of inspection and information included in the self-evaluation documents.

Inspector
Moir Oliver

Full Report

Information about the setting

Cheeky Monkeys Colchester was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two provisions under the ownership of The Childcare Personnel Company Ltd. It operates from purpose-built premises in The Quarters area of Colchester, Essex. There are three main playrooms and a secure outdoor learning environment.

The nursery employs nine members of childcare staff. Of these, two hold appropriate early years qualifications at level 4, two at level 3 and three staff at level 2. Several staff are working towards further qualifications.

The nursery is open all year round, from 7am until 7pm, with the exception of a week at Christmas and children attend for a variety of sessions. There are currently 79 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the use of the outdoor area to provide novelty in the environment to encourage the youngest children and babies to explore using all their senses
- improve the process when staff leave and new staff start to ensure all children's developmental records are up-to-date and transitions for children are well-managed.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making good progress in their learning and development with the support of staff and through an exploration of a wide, stimulating range of activities, resources and experiences. They work closely with parents and find out about the children's interests and abilities in order to support them from their first day. Observations are recorded on children's play and are assessed in order to track each child's progress and to plan the next steps in their learning and development. These are regularly shared with parents and include ideas for supporting the children to achieve their next steps. Additional initiatives

are introduced, such as opportunities for children to take the nursery toy monkey on holiday with them and record their experiences. These activities value parental involvement and children's participation in home learning, providing a consistent approach between home and nursery.

Children play in a rich learning environment both indoors and outdoors. The outdoor environment is an ongoing development and is becoming a stimulating environment where children can experience a range of activities. However, the resources that were hung and set out to stimulate the babies, have been pulled down by the older children and there are now less resources to interest them and extend their learning through all their senses.

Staff interact well with the children, talking and playing with them, demonstrating their secure knowledge and understanding of how children learn. They successfully follow and build on children's interests providing exciting learning opportunities covering all seven areas. For example, several children expressed an interest in a local building site and especially the large crane. After watching the builders they assisted staff in developing the role play area to make a construction site with hard hats, boxes and crates to build with. The children extended this play and made a large crane, complete with a pulley and bucket and also some individual cranes out of small construction blocks.

Children are becoming confident communicators. They chat happily to the staff expressing their ideas and thoughts. All the staff have begun to use signing, especially at mealtimes and during group singing activities. This enables the younger children and those that need more support with communicating to understand, take part and to begin to express their own needs. Children who are learning to speak English as an additional language are supported well through gestures, signs, pictures and repetition. Staff fully understand the value of continuing to encourage their first language so work closely with the parents to provide opportunities for children to hear and see their home languages. Children of all ages develop a love of books. Staff and students spend time with the children both indoors and outdoors, reading favourite stories and sharing picture books. Older children are able to retell stories in their role-play as they pretend to be the king and encourage the princess to use her potty.

Children enjoy a range of physical play both indoors and outdoors. They have space and a range of well-thought out resources to play with to develop movement and body control. For example, they roll over large balls and use their strength to hold them over their heads, they drape material over themselves and punch and knock over soft play cylinders. They take risks in a safe environment as they balance across a wooden plank raised on building blocks as they count how many steps they take. Babies use furniture and large toys to pull themselves up to standing and to walk around. Children explore a range of different textures as they make patterns in shaving foam, flour, sand and paint. The babies use their hands and brushes as they paint on cardboard and the toddlers enjoy sifting through bark and shredded paper. Older children independently access a range of craft resources including paints and glue. They make models from recycled items that parents bring in, sort and arrange on the shelves for the children to select from.

Children use numbers as they count how many plates are needed at lunch and work out how many more are needed. They take an interest in how tall they are and compare their

height with others on a wall chart. They independently measure the cranes they make and confidently use the word 'centimetre'. They learn about their local and wider community through outings and visitors, such as police officers. They take an interest in where their friends have been on their holidays and plot the places on a world map. They see positive images of diversity in books, resources and displayed on the walls and take part in different festivals that are relevant to the children who attend. Interest tables and outdoor opportunities encourage children to find out and get involved in nature as they look for insects, plants, watch and gently handle snails and gain an understanding of life cycles as they watch frogspawn change to tadpoles and eventually to frogs. The wide range of activities help the children to enjoy their learning and to build the necessary skills needed for the next steps in their development and their eventual move to school.

The contribution of the early years provision to the well-being of children

Children play in a welcoming and friendly environment which fully supports their emotional well-being. The areas are set out to promote independence and choice. Resources are accessible, many are labelled and are organised into well-defined areas ensuring children know where to find them. Resources in the baby and younger children's room are displayed in boxes and baskets on the floor or on low shelving supporting their independence. Cosy areas are made, providing special places where children can rest and share quieter moments with staff or their peers. Wall displays are all at child height ensuring they can be actively involved as they point out their works of art and photographs of themselves and their friends.

The children form strong attachments with the staff and especially with their key person. New children and those that find it difficult to separate from their parents are well-supported. They are given time and attention, cuddles and reassurance to ensure that transitions from home to the nursery are as smooth as possible. Each child's key person works closely with the parents to find out the children's interests and abilities to help them to plan and provide the appropriate resources. Parents are encouraged to bring photographs of family members and other people who are important to their child for staff to make into a book to share with the child and further aid the settling-in process. Additional resources also help children to feel a sense of belonging, such as photographs for self-registration and each key person's group. Older children happily tell visitors which 'team' they are in and who their key person is. Most babies and children are supported well with transitions as they move to their next developmental stage and change rooms within the nursery. Children attend trial sessions in their new room with their key person and are introduced to their new key person ensuring all relevant records and information is passed on. However, during a short transition period between a member of staff leaving and her replacement not yet taking over, this process is not always seamless and, consequently, not all children benefit from the usual good practice. In addition, because of this transition period, not all children's records are up-to-date and available to pass on for children who are leaving the setting, to help their new setting to plan for their needs.

Children's good health is promoted through varied, balanced and nutritious meals and snacks. The nursery are proud to support their local butcher and fishmonger ensuring that food is fresh. Menus are planned well to provide a range of textures and tastes and

encourage children to make healthy choices. Children gain independent skills as they access snacks and drinks and older children prepare their snack and wash up their plates and bowls. They serve themselves at mealtimes, which teaches them about portion size and provides choice. Babies settle well as their emotional and physical needs are well-supported. For example, home routines for sleeping, eating and playing are respected and followed. They have clean bedding to sleep on in cots which are located in a quiet area, free from distractions. Staff rock them or stroke their backs to comfort and check on them at regular 10 minute intervals, this helps them to feel secure and to sleep well. Staff have a secure knowledge of each child's dietary and care needs. These are discussed with parents and recorded before the child starts to ensure all children can be cared for appropriately.

Children learn to keep themselves safe through taking part in fire drills and learn about road safety when out on visits in the community. They learn to walk when inside the nursery and to be kind to their friends. Recent staff training in positive behaviour strategies ensures that children receive a consistent approach. The staff are good role models and talk to the children at their own level, use age-appropriate explanations and support them to take turns, negotiate and to share the equipment. Children readily find the sand timer to help them to monitor turn taking on the large ball.

The effectiveness of the leadership and management of the early years provision

The new manager and staff team have worked very hard to make the required improvements needed from the previous inspection. They fully understand and meet the learning and development requirements and the safeguarding and welfare requirements. As a result, children make good progress in all areas and are fully safeguarded. Staff training is encouraged and supported to ensure all staff know how to promote children's learning and development effectively. Children are protected from abuse and neglect due to the staff's secure knowledge and understanding of their roles and responsibilities in safeguarding. Several staff, including the manager, have received relevant training in safeguarding children and share their knowledge with the remaining staff to ensure that they all know who the designated safeguarding officer is and provide a consistent approach. Practice is supported through clear, concise policies, and procedures are reviewed and updated regularly and shared with parents. Thorough risk assessments are carried out and any actions are recorded and addressed, ensuring children's safety.

The manager is skilled in identifying and bringing out the strengths and interests of individual staff. She provides the opportunities and support for them to take responsibility for areas within the nursery. This has resulted in a highly motivated staff team whose drive for excellence is strong. Staff are inspired by visits to centres of excellence, new initiatives and courses they attend and they bring the ideas back to develop and use in their own practice. For example, they provide resources and opportunities for children to take part in developmental movement play and value children's creativity by displaying their work on canvas. There are clear plans and resources in place to work with and video of children engaged in their chosen schemas. These and other exciting moments will be shared with staff and parents.

Self-evaluation is thorough; it involves all staff and takes into account the views of parents, children and other professionals. Robust recruitment and induction procedures ensure that children are always cared for by appropriate adults. Students are valued and supported very well by the manager and staff. They share the motivation of the staff team and confidently interact with the children building close relationships and supporting children's play. They understand their roles and are always supervised by staff members, further ensuring the children's safety.

The nursery works in close partnership with parents who speak very highly of the staff and report that their children love attending. They find the staff friendly and approachable and value the flexibility when they need to book extra or alternative sessions. They feel valued, welcome and able to stay as long as they need to settle their children. They are well-informed and many comment on how well their child is progressing. Staff work closely with parents and other agencies who are involved with individual children, for example, the local authority, speech and language therapists, physiotherapists, doctors and social workers. They value the close links they have with the local children's centre and these partnerships ensure that children make the best possible progress. Links are also built with the local schools, ensuring that children have opportunities to meet their new teachers in the familiar surroundings of the nursery and teachers have the vital information needed about the children's interests and abilities, in order to support continuity.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY425653
Local authority	Essex
Inspection number	896717
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	79
Name of provider	The Childcare Personnel Company Ltd
Date of previous inspection	23/10/2012
Telephone number	01787221102

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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